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ABSTRACT

The research project focused on the utilization of the model-school store as a distributive education learning laboratory. Objectives were to: (1) Determine the competencies required of teacher-coordinators, (2) determine the instructional materials and equipment needed, (3) develop a model-school store curriculum for secondary education, and (4) provide a model-school store learning laboratory for teacher-coordinators. Based upon a literature review and advisory committee recommendations, 226 teacher-coordinator competencies (developed by Lucy Crawford) were all accepted as essential, and state supervisors of distributive education were contacted for information about programs in their state. Seventy teacher-coordinators responded to a questionnaire survey regarding the operation of the model store at their school. In addition, 30 personal interviews on employment skills were conducted with local business personnel. A major survey finding was that state supervision had the greatest impact on the implementation of model-school stores. Specific recommendations are offered for preservice and inservice training of teacher-coordinators. Appended are the correspondence and survey instruments, Crawford's list of competencies, a distributive education supplies and equipment budget, and list of references. (Author/RG)

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Final Report

A Model Distributive Education Competency Based Learning Laboratory

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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University of North Dakota
Grand Forks, North Dakota
June 1, 1976

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In cooperation with the North Dakota State Board for Vocational and Technical Education, Bismarck, North Dakota

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Abstract

Problem

This study investigated the problem in utilizing D.E. Learning Laboratories. With the advent of the model-school store being used as an alternative approach to D.E. curriculums, several questions arise--What competencies are necessary for teacher-coordinators to implement and operate a model-school store? What equipment and instructional materials are being utilized and where do they feel they needed assistance? Specific recommendations for distributive teacher-education (pre-service, in-service) were obtained through this research.

Objectives

The specific objectives were:

1. To determine the competencies required of teacher-coordinators to utilize model-school store instruction.

2. To determine the instructional materials and equipment needed to utilize model-school store instruction.

3. To develop a method for implementing model-school store instruction.

4. To develop a format for preparing (pre-service, in-service) teacher-coordinators to implement model-school store instruction.

5. To provide a model-school store learning laboratory for teacher-coordinators (pre-service, in-service).

Procedure

A search of literature in competency based Distributive Education and model-school store instruction began the research process. An ERIC Search was conducted and literature on model-school store instruction was secured. Professor Lucy Crawford's study on competencies in distributive education was reviewed.

An advisory committee of teacher-coordinators, teacher-coordinators in training, and school administrators was formed to provide guidance for the project.

Based upon the literature review and advisory committee recommendations:

1. Professor Lucy Crawford's 226 Teacher Coordinator Competencies were all accepted as essential in model-school store Distributive Education.

2. State supervisors of D.E. in the 50 states were contacted to secure names of model-school stores in operation as well as literature available through state departments.

3. Two questionnaires were constructed to identify store operating practices. One questionnaire was mailed to the identified teacher coordinators using model-school stores and the other was a personal interview administered to D.E. industry personnel.

4. Recommendations and conclusions were formulated from the findings of the research.

5. A model-school store curriculum for secondary education was developed.

6. Equipment, supplies, and instructional materials were secured.

7. A model store teacher-coordinator preparation class taught.

Highlight of Findings

It was found that the 226 Distributive Education Teacher-Coordinator Competencies, identified through research by Professor Lucy Crawford, were all inclusive. This research did not actually identify additional competencies, however, ended up identifying weaknesses in the development of those previously identified competencies.

As the model-school store simulation is the newest structure per se in Distributive Education class organization, there are several concerns and questions on the part of state staff, teacher-coordinators, and teacher-education on how to effectively operate the model-school store. Following are the major findings of the research.

1. State supervision through curriculum guides, etc. had the greatest impact on the implementation of model-school stores.

2. Advisory committees were not being used effectively in the model-school store curriculum.

3. Textbooks were the predominant instructional materials used in the classroom, and personally developed materials were predominantly used in the model-school store.

4. "School stores" were predominant rather than a simulated model store. The school stores objectives were that of serving the needs of the school and providing organized training.

5. The top five specific benefits of the model-school store with the success were:

   a. Instructional avenues and activities were broadened for the students
   b. Students were better motivated
   c. Evaluation of student achievement was more flexible and individualized
   d. The model-school store provided Distributive Education more visibility within the school community, and aided in the recruitment of potential students
   e. Student employment competencies were developed in greater depth and more rapidly

6. It is recommended that a curriculum course for pre-service D.E. teacher-coordinators be implemented dealing specifically with model-school stores.

7. It is recommended that a specific in-service activity be designed to deal with the establishing and operating of a model-school store.

8. It is recommended that the following specifics be included in the pre-service and in-service training:

   a. The teacher-coordinator in the field should be encouraged to be the initiating agent in the implementation of the model-school store rather than state supervisor, school administrator or other interested group
   b. Specific methods of utilizing program advisory committees in the establishment and operating of model-school stores should be included
   c. Alternative facility arrangements must be emphasized as no one facility or layout is more functional than another. The total model-school store depends on local programs
   d. Emphasis on personally developed materials and the opportunity provided for in-depth exploration of Distributive Education groups and individualized instructional materials. With less emphasis on the traditional textbook approach
   e. An instructional balance of time should be emphasized to meet the student needs, and decrease the preconceived formulas of X amount of time in class (group) and X amount of time in store simulation activities
   f. Emphasis should be placed on the wide variety of model store simulations and not the traditionally "school store operation"
   g. Examples of how to establish speciality stores should be made available to demonstrate the flexibility of options available and less emphasis on general merchandise
   h. It is recommended that as a result of the model-school store providing:

      1. Instructional avenues and activities were broadened for the students
      2. Students were better motivated
      3. Evaluation of student achievement was more flexible and individualized
      4. The model-school store provided Distributive Education more visibility within the school community and aided in the recruitment of potential students
      5. Student employment competencies were developed in greater depth and more rapidly

      that teacher education have available the necessary equipment instructional supplies, and instructional materials to facilitate the development of those competencies in teacher-coordinators.

9. It is recommended that teacher-education programs and commercial publishing companies develop specific operational manuals in/basket out/basket simulations, and realistic case problems for use in the model-school store curriculum.

The "model-school store" concept has been accepted by the D.E. teacher-coordinators as a viable curriculum structure. Teacher-coordinators, with support and assistance from state staff and teacher-education will expand the utilization of the model-school store to offer those with career aspirations in Distributive Occupations another alternative to the traditional D.E. curriculum.

A Model Distributive Education

Competency Based Learning Laboratory

Chapter 1

Introduction

Competency based instruction in education is a rapidly expanding practice. As the cries for accountability continue, educators strive to be able to define instructional objectives, student behavioral objectives and demonstrate how the objectives can be completely accomplished.

In D.E., it is necessary for teacher coordinators to either possess, or know a resource person who can and will assist he or she in the development of the competencies in the student to make them employable within their chosen career area in marketing and distribution.

Model-school stores have been increasingly implemented into Distributive Education curriculums and facilities to assist the development of individuals career objectives. As a result of the implementation of model-school stores in the Distributive Education curriculum, D.E. teachers must be knowledgeable in the equipment, material, and operational requirements of store instruction.

It was the belief of the project directors that teacher education programs should develop within each teacher coordinator in training the competencies necessary to utilize the model-school store concept. In their project, the directors identified competencies necessary for teacher coordinators to possess, as well as a suggested format for operating a model-school store. Following were the specific objectives of the project.

Objectives

1. To determine the competencies required of teacher coordinators to use model-school store instruction.

2. To determine the instructional materials and equipment needed to utilize model-school store instruction.

3. To develop a method for implementing model-school store instruction.

4. To develop a format for preparing (pre-service and in-service) teacher coordinators to use model-school store instruction.

5. To provide a model-school store learning laboratory for teacher preparation.

Chapter 2

Research Method

A search of literature in competency based Distributive Education and model-school store instruction began the research process. An ERIC Search was conducted and literature on model school store instruction was secured. Professor Lucy Crawford's study on Competencies in Distributive Education was reviewed.

An advisory committee of teacher-coordinators, teacher-coordinators in training, and school administrators was formed to provide guidance for the project.

Based upon the literature review and advisory committee recommendations:

1. Professor Lucy Crawford's 226 Teacher Coordinator Competencies were all accepted as essential in model-school store Distributive Education.

2. State supervisors of D.E. in the 50 states were contacted to secure names of model-school stores in operation as well as literature available through state departments.

3. Two questionnaires were constructed to identify store operating practices. One questionnaire was mailed to the identified teacher-coordinators using model-school stores and the other was a personal interview administered to D.E. industry personnel.

4. Recommendations and conclusions were formulated from the findings of the research.

5. A model-school store curriculum for secondary education was developed.

6. Equipment, supplies, and instructional materials secured.

7. A model store teacher-coordinator preparation class taught.

Chapter 3

The Findings

A. The Review of Literature

A search of the literature and research revealed that little has been done to determine the operating practices and competencies necessary in teacher-coordinators of Distributive Education to use model-school store instruction. This section will review five articles of literature relating to DE competencies and model-school store operations.

D.E. Competencies

Professor Lucy Crawford through research sponsored by the U.S. Office of Health, Education and Welfare, identified 983 D.E. industry competencies, 226 D.E. teacher-coordinator competencies, and 95 basic beliefs of distributive education. The study has been widely read and reviewed by many D.E. personnel and has frequently been used in revising and creating curriculums at secondary, post-secondary, collegiate, and adult levels of D.E.

The Interstate Distributive Education Curriculum Consortium in its development of learning activity packages for D.E. used Crawford's 983 Industry Competencies. The materials distributed through IDECC - LAPs project now housed at the Instructional Materials Lab at Ohio State University have been widely accepted and purchased by teacher-coordinators across the country.

The Distributive Education Clubs of America have also recognized the study and are now in the process of reorganizing its competitive event structure using the U.S. Office of Education, Distributive Education Occupational Areas, and the competency areas identified. The competency based youth organization structure can be directly traced to the Crawford study.

No research was available on the implementation of the 226 teacher-coordinator competencies into teacher education.

Model-School Store Operation

"The D.E. school store experience is valuable because of its ability to focus attention on problems that are significant in actual retailing operations." (Indiana, p. #1) This is quite often seen in writing about model-school stores. The methods of achieving the experiences to focus on problem solving is often very different. In the review of literature for this research it was determined that a great variety of uses and purposes exist for laboratory instruction in D.E. and that no one format was predominant.

Madison High School in Portland, Oregon, in its development of a marketing laboratory used a 21 member advisory committee from industry and education. It assisted in curriculum development and operational decision making. The advisory committee is a uniform practice in establishing a model-school store.

Monte Hottman in his study on the "Values Received by High School D.E. Students From School Store Experiences" concluded store work provides the student a "buffer" between school and an out of school job. He found students received valuable skills by store involvement, an understanding of starting a business, and an understanding of the communication and human relations problems in small business operations.

James Haug in his study on Minnesota store practices, procedures and opinion concludes the following instructional advantages of using operational school stores:

1. The practical application of content can be taught

2. Profit to finance local club activities

3. The public relations a store could provide for the D.E. curriculum

Todd Goschen and Dennis Warcup in developing curriculum for the model-school store centered on the retailing functions of merchandising, management, sales promotion and finance. With only minor changes the curriculum outlines of others followed the same basic areas of instruction.

B. The Advisory Committee

A teacher coordinator-school administrator committee can be of a great assistance in teacher education. During the process of this project, the following recommendations were made by the advisory committee and accepted by the research coordinators:

1. Accept Lucy Crawford's 226 Teacher Coordinator Competencies as an all inclusive list for all D.E. instruction, including model-school store instruction.

2. Contact the 50 state supervisors of D.E. to identify literature available and programs currently using a model-school store.

3. Construct two questionnaires to administer to the business community and teacher coordinators using model-school stores.

4. Construct a model-school store teacher coordinator preparation class from the results of the research.

5. Build a secondary model-school store curriculum using Crawford's 983 D.E. industry competencies and the findings from the research tools.

An attempt was made to construct a business community advisory committee for this research but was not successful due to scheduling and operating problems. The teacher-coordinator - school administrator advisory committee recommended a personal interview of industry personnel replace the industry committee. This recommendation was followed.

C. The Research Tools
(average of returned questionnaire)

Teacher Coordinator Questionnaire

41 state supervisors of D.E. responded to the request for names of model stores in operation. Four of those replied that they had none in operation, 37 responded with names and addresses of teacher coordinators using the model-school store concept. 104 names were secured from that search. A questionnaire was mailed to each of those programs and a total of 70 or 67.3% were returned and data tabulated. All 37 states had at least one respondent.

Following are the results of that questionnaire:

A. D.E. Curriculum Information

1. Check the factors that were used in the development of your DE program.

75.7%	a. state plans for Distributive Education
41.4%	b. community surveys
47.1%	c. student interest surveys
57.1%	d. industry advisory committees
61.4%	e. school administration
57.1%	f. DE instructional staff
44.3%	g. available facilities
10.0%	h. research grant
3.0%	i. federal grant
3.0%	j. personally
3.0%	k. DE advisory committee
1.4%	l. experiment

2. If an advisory committee was a factor in developing your DE program, please describe the type of input they provided.

38.6%	a. curriculum decisions
42.9%	b. equipment and supply needs
48.6%	c. placement

3. Indicate the type of facility DE has at your school.

----	a. a classroom shared with other instructional areas - no store
7.1%	b. a shared classroom in the school, store in the school
----	c. a shared classroom in the school, store in the business
34.3%	d. individual classroom and store facilities not shared in the school
57.1%	e. one area in the school, housing both the store and classroom
2.9%	f. classroom space and store facility located in the business community
2.9%	g. no store

4. Indicate the approximate number of square feet available for each of the following.

802.95	a. classroom
520.39	b. store
1184.42	c. combination store-classroom
123.33	d. instructor's office

5. Indicate the equipment you have available within your classroom, store, or combination facility.

	Classroom	Store	Combo
cash register	34.3%	57.1%	35.7%
display cases	31.4%	55.7%	31.4%
sign press	28.6%	12.9%	25.7%
mirrors	21.4%	28.6%	20.0%
mannequins	31.4%	47.1%	31.4%
pricing machine	10.0%	18.6%	21.4%
clothes racks	10.0%	34.3%	18.6%
time clock	11.4%	10.0%	12.9%
typewriter	50.0%	15.7%	25.7%
calculator	42.6%	24.3%	27.1%
file cabinet	54.9%	30.0%	34.3%
computer	1.4%	1.4%	1.4%

6. Indicate the materials you find particularly useful in your classroom or store or combination facility.

	Classroom	Store	Combo
retailing textbooks	58.6%	5.7%	25.7%
Ohio DE Publications	38.6%	11.0%	17.1%
Texas DE Publications	35.7%	8.6%	15.7%
Gregg-OMPM	32.6%	5.7%	8.6%
IDECC - Learning Activity Packages	28.6%	4.3%	11.4%
Industry developed materials	11.4%	14.3%	5.7%
State department materials	21.4%	5.7%	10.0%
individually personally developed	34.3%	30.0%	17.1%

7. Indicate the approximate percentage of time that a DE student spends in classroom instruction and the approximate percentage a DE student spends in actual school or model store activities.

60% a. store
40% b. classroom

8. Indicate the approximate percentage of time during a normal week a DE student spends in---

39% a. large group lecture discussion
23% b. small group activity
35% c. individual study and preparation

B. D.E. Store Information

9. Indicate the type of store used in your D.E. program.

10.0% a. model store
72.9% b. school store
22.6% c. combination model-school store

10. Indicate the number of years a DE store has been operated in your school.

2.3% a. model
4.5% b. school store
2.9% c. combination model-school store

11. If a store is used, check the type of operation.

68.6% a. general merchandise
4.3% b. sporting goods
2.9% c. supermarket
8.6% d. fashion
8.6% e. food service
2.9% f. automotive parts
2.9% g. bookstore
12.9% h. school supplies

12. Check the item which best describes your store operation.

17.1% a. a facility which exists for the primary purpose of serving the school with an available source of merchandise
4.3% b. a marketing laboratory in which simulated activities is the method of instruction, the store only opens to the public or school population for a short grand opening at the end of an instructional period
58.6% c. a facility around which students complete the every day operating activities of a business in an organized training plan manner
25.7% d. a marketing laboratory open daily to the school community, providing actual experience for students, and inputing simulated activities
2.9% e. if another description better fits your operation, please describe here:

13. Check those statements that best describe the purposes of your store in distributive education.

22.9% a. to take the place of cooperative education
50.0% b. to prepare students during their first year as a prerequisite to cooperative education
75.8% c. to provide experience for all DE students
40.0% d. to allow unavailable experience in marketing and distribution for special needs, disadvantaged, and handicapped students
50.0% e. to provide a source of merchandise for the school community

14. Check the following results you attained by using a store in distributive education and make comments as to their results.

Yes	No		
90.0%	1.4%	a.	Instructional avenues and activities are broadened. No opinion 7.1%
85.7%	10.0%	b.	Students are more effectively motivated. No opinion 4.3%
84.3%	10.0%	c.	Evaluation of student achievement is made more flexible and individualized. No opinion 5.7%
82.9%	10.0%	d.	DE is more visible to the school community and aids in the recruitment of students. No opinion 7.1%
81.9%	11.4%	e.	Student employment competencies can be developed more rapidly and in greater depth. No opinion 5.7%
82.9%	11.4%	f.	Students unable to attain cooperative jobs may gain important experience. No opinion 5.7%
78.6%	10.0%	g.	Students are more easily placed in cooperative positions as a result of introductory store instruction. No opinion 11.4%
74.3%	20.0%	h.	Revenue is generated for DECA activities. No opinion 5.7%
71.4%	18.6%	i.	Individual differences in student abilities can be more easily handled. No opinion 10.0%
61.4%	31.4%	j.	Students are better prepared to identify career objectives. No opinion 7.2%
57.1%	38.6%	k.	For the first year students, the controlled store experience is more valuable than cooperative education. No opinion 4.3%
54.3%	38.6%	l.	Opportunities for working with other vocational service areas arise. No opinion 7.1%
50.0%	41.4%	m.	As a result of store experience, DECA activities are greater in number and have a larger number of leaders as a result of store leadership experiences. No opinion 8.6%

Yes	No	
48.6%	40.0%	n. The business community is more effecitvely exposed to distirbutive education. No opinion 11.4%
45.7%	42.8%	o. An advisory committee can be more effectively utilized and closer to the DE curriculum. No opinion 11.5%

15. Indicate the school student guidance activities (conducted by you ro a guidance counselor) essential and unique to distributive education programs using stores.

57.1% a. presentations to student groups
21.4% b. aptitude tests
32.9% c. student record screening
37.1% d. DE entrance application interviews
41.4% e. store training plans for students
38.6% f. coordinated visits with students on progress
50.0% g. evaluation upon completion

16. Indicate the DE public relations activities necessary in using and integrating a store in DE.

64.3% a. communications with students enrolled in DE
65.7% b. communications with students not enrolled in DE
58.6% c. written communications with faculty and administration
71.4% d. oral communications with faculty and administration
21.4% e. public relations with parents through visits
18.6% f. public relations with parents through letters
52.9% g. public relations with parents through open houses
15.1% h. public relations with parents through reports
4.3% i. public relations with parents through press releases

17. In which years do students receive store instruction or work in the store?

2.9% a. grade 9
28.6% b. grade 10
84.3% c. grade 11
58.6% d. grade 12
5.7% e. post secondary freshman
2.9% f. post secondary sophomore

18. How many hours a day is your store facility used? 4 hours per day

19. Indicate how your store facility is financed.

75.7% a. by revenue generated through the store
27.1% b. through school administrative structure
2.9% c. from the business community
1.4% d. DECA fund raising
1.4% e. federal grants

C. General School Information

20. How large is your high school population?

1295 a. grades 9 - 12
1389 b. grades 10 - 12

21. How large is your enrollment in distributive education?

18 a. grade 10
38 b. grade 11
25 c. grade 12

22. Indicate the length of your normal class period.

37.1% a. less than 1 hour
24.3% b. 1 hour
27.1% c. 2 hour block
12.9% d. other

Business Community Personal Interview

30 personal interviews were conducted with business community personnel. The United States Office of Education Classifications of 22 Distributive Occupations were used in the drawing of the sample. 10 teacher-coordinators in training at UND were instructed in conducting the interview and each completed three.

Following are the results of that personal interview.

1. Have you heard of Distributive Education?

60 %	Yes
13.3%	No
26.7%	Somewhat

2. Describe the different types of positions in your store.

100 %	Manager
56.7%	Assistant Manager
83.3%	Department Manager
96.7%	Department employees full time
26.7%	Department employees part time

3. In preparing people to hold these positions, what areas of knowledge, attitudes, and skills should they have?

56.7%	Human relations
53.3%	Product knowledge
50.0%	Math and cash register operation
50.0%	Communications
43.3%	Desire to work
33.3%	Equipment operation
26.7%	Business management principles
20 %	Sales

4. How can they best receive these knowledges, attitudes, and skills?

53.3%	Hands on experience either on the job or in school
46.7%	On the job experience
40.0%	General business training in school
36.7%	Cooperative training with school and business
33.3%	Specialized vocational training
16.7%	Reading
13.3%	Academic schooling
6.7%	Workshops

5. What could we do in education to better prepare students with business interests?

46.7%	Provide human relations training
43.3%	Provide communications training
33.3%	Supply career awareness
30.0%	Provide sales training
26.7%	Work from individual student interests
26.7%	Work with math/accounting skills

16.7%	Provide basic knowledge in the classroom and define skills on the job
10.0%	Orient related education (English, etc.) towards business
6.7%	Provide student guidance
6.7%	Demonstrate the actual running of a business
3.3%	Provide practical education
3.3%	Build student enthusiasm

Chapter 4

Conclusion

As a result of the data the following conclusions were derived:

1. State supervision through curriculum guides, etc. had the greatest impact on the implementation of model-school stores.

2. Advisory committees were not being used effectively in the model-school store curriculum.

3. The majority of model-school store operations have one area in the school, housing both the store and the classroom.

4. The average square footage of the classroom was 800 square feet, the store 520 square feet, and those with a combination facility classroom-store, 1184 square feet.

5. The equipment provided the D.E. program was quite decisive and with the exception of office equipment, no one piece of equipment was predominant for classroom utilization. Cash register and display equipment was predominant with the model-school store.

6. Textbooks were the predominant instructional material used in the classroom, and personally developed materials were predominantly used in the model-school store.

7. School stores were predominant rather than a simulated model store. The school stores objectives were that of serving the needs of the school and providing organized training.

8. The majority of store operations were general merchandise and not specialized.

9. The top five specific benefits of the model-school store with the success were:

   a. Instructional avenues and activities were broadened for the students
   b. Students were better motivated
   c. Evaluation of student achievement was more flexible and individualized
   d. The model-school store provided Distributive Education more visibility within the school community, and aided in the recruitment of potential students
   e. Student employment competencies were developed in greater depth and more rapidly

10. The model-school store was used for all levels of D.E. students (9-12) rather than as a substitute for cooperative on-the-job training as other curriculum alternatives. The length of classtime was not a concern to the teacher-coordinator utilizing the model-school store, as 62% were 1 hour or less in time.

11. The model-school store was utilized 84% in the 11th grade as compared to 58% in the 12th grade.

12. The model-school stores were self-supporting with only 27% receiving financial support from the school district.

Recommendations

1. It is recommended that a curriculum course for pre-service D.E. teacher-coordinators be implemented dealing specifically with model-school stores.

2. It is recommended that a specific in-service activity be designed to deal with the establishing and operating of a model-school store.

3. It is recommended that the following specifics be included in the pre-service and in-service training:

   a. The teacher-coordinator in the field should be encouraged to be the initiating agent in the implementation of the model-school store rather than state supervisor, school administrator or other interested group;

   b. Specific methods of utilizing program advisory committees in the establishment and operating of model-school stores should be included;

   c. Alternative facility arrangements must be emphasized as no one facility or layout is more functional than another. The total model-school store depends on local programs;

   d. Emphasis on personally developed materials and the opportunity provided for in-depth exploration of Distributive Education groups and individualized instructional materials. With less emphasis on the traditional textbook approach;

   e. An instructional balance of time should be emphasized to meet the student needs, and decrease the preconceived formulas of X amount of time in class (group) and X amount of time in store simulation activities;

   f. Emphasis should be placed on the wide variety of model store simulations and not the traditionally "school store operation";

   g. Examples of how to establish speciality stores should be made available to demonstrate the flexibility of options available and less emphasis on general merchandise;

   h. It is recommended that as a result of the model-school store providing:

      1. Instructional avenues and activities were broadened for the students
      2. Students were better motivated
      3. Evaluation of student achievement was more flexible and individualized
      4. The model-school store provided Distributive Education more visibility within the school community and aided in the recruitment of potential students
      5. Student employment competencies were developed in greater depth and more rapidly

that teacher education have available the necessary equipment, instructional supplies, and instructional materials to facilitate the development of those competencies in teacher-coordinators.

I. A specific unit on how to write, establish and teach store policies.

J. An in-depth unit on model-school store bookkeeping control.

K. A unit on the "how-to's" of utilizing DECA activities in the model-school store operation.

L. A unit on model-school store organizations, including the development of specific training plans for each model-school store position.

4. It is recommended that the financial structure of the model-school store be self-supporting, however, the educational goal should be the main objective with the profit pressure to support other school organizations etc. secondary.

5. It is recommended that teacher-education programs and commercial publishing companies develop specific operational manuals in/basket-out/basket simulations, and realistic case problems for use in the model-school store curriculum.

6. It is recommended that the individual responsible for the utilization of the model-school store be provided the "time" to functionally operate the curriculum structure.

APPENDIX A

CORRESPONDENCE AND RESEARCH TOOLS

The University of North Dakota
DISTRIBUTIVE EDUCATION DEPARTMENT
GRAND FORKS 58202

September 23, 1975

Dear

The school year has begun and so has a good deal of hard work. UND welcomed a group of excellent young students three weeks ago which should aid us in helping North Dakota continue with a strong and proud tradition in D.E.

Dr. Strate and I have now set the wheels in motion to determine the competencies required of teacher-coordinators to use a model-store learning laboratory. This research project is one we hope will be able to provide assistance to each of you through a workshop and printed pamphlet upon its completion. We hope, during the actual information gathering stages to visit with or receive information from business men and women, school administrators and D.E. teacher-coordinators. I need your assistance in determining who should be contacted.

Enclosed you will find a form asking for the names of four business people and your administrator. Form #2 asks for a list of the equipment you currently are using and materials which aid instruction.

If you have any suggestions about the project or desire any assistance from UND, please contact me at 777-2517 or:

Distributive Education
University of North Dakota
Grand Forks, ND 58201

Sincerely,

Bruce Brorson

jh

Enclosures

"BUY NORTH DAKOTA PRODUCTS"

FORM #1

Teacher-coordinator_____

Community_____

School Administrator_____

Address_____

Phone Number_____

Business Personnel

1. Name_____

   Business establishment_____

   Position_____

   Address_____

   Phone number_____

2. Name_____

   Business establishment_____

   Position_____

   Address_____

   Phone Number_____

3. Name_____

   Business establishment_____

   Position_____

   Address_____

   Phone number_____

4. Name_____

   Business establishment_____

   Position_____

   Address_____

   Phone number_____

FORM #2

Name of school_____

Teacher-coordinator_____

School address_____

_____

School phone number_____

Home address_____

_____

Home phone number_____

Number of studnets enrolled in Distributive Education:

Grade 10 _____

Grade 11 _____

Grade 12 _____

Do you have a school store? _____

Do you have a model store? _____

If yes, how large? _____ sq. ft.

What equipment do you have available?

_____

_____

_____

List materials you find particularly helpful or unique in operating your program.

_____

_____

The University of North Dakota
DISTRIBUTIVE EDUCATION DEPARTMENT
GRAND FORKS 58202

October 22, 1975

Dear

Many new, innovative and challenging developments are currently taking place within Distributive Education. Availability of materials and equipment has expanded rapidly in the past few years. This expansion has caught many of our nation's teacher-coordinators unprepared to use or understand what is now available.

The use of model-store learning laboratories is one of the current changes which has increased in use. This method of instruction is one in which more educational research needs to be conducted.

Under the direction of Dr. Jim Strate at the University of North Dakota, I am currently beginning work on a research project designed to determine the competencies required of teacher-coordinators in using the model-store method, while determining the most effective method of preparing future teacher-coordinators and up dating in-service teacher coordinators.

I have been able to secure very little information on what is currently being used or has been developed to use model store instruction across the country. Enclosed is a form which asks you to identify any programs that you are aware of which may be particularly helpful in providing information to us. I am interested in both secondary and post-secondary levels of instruction. Any assistance you can provide to us will be greatly appreciated.

Sincerely,

Bruce Brorson

jh

Enclosure

"BUY NORTH DAKOTA PRODUCTS"

MODEL STORES: WHO IS USING THEM?

State Supervisor: _____

State: _____

Programs of Interest

1. Name of Instructor: _____

   Name of School: _____

   Address: _____

   City: _____

   Special Note of Interest: _____

   _____

   _____

2. Name of Instructor: _____

   Name of School: _____

   Address: _____

   City: _____

   Special Note of Interest: _____

   _____

   _____

3. Name of Instructor: _____

   Name of School: _____

   Address: _____

   City: _____

   Special Note of Interest: _____

   _____

   _____

The University of North Dakota
DISTRIBUTIVE EDUCATION DEPARTMENT
GRAND FORKS 58202

April 9, 1976

Dear

Recently your state supervisor listed your program as one of the top programs within your state utilizing the "model store or school store" concept.

We are currently in the process of identifying those factors important to the use of a store in distributive education. Many different philosophies and structures of stores currently exist. Your assistance will help us determine direction for teacher education and the further development of the store philosophy in D.E.

Please complete the enclosed questionnaire and return it as soon as possible. We will be pleased to send you a summary of the findings if you so desire. Fill in the slip enclosed and you will receive that information.

We sincerely appreciate your help and anxiously await your completed questionnaire.

Sincerely,

Jim Strate

Bruce Brorson

jh
enc

"BUY NORTH DAKOTA PRODUCTS"

Please return to: Bruce Brorson
Distributive Education
UND
Grand Forks, ND 58202

DISTRIBUTIVE EDUCATION STORE QUESTIONNAIRE

A. D.E. Curriculum Information

1. Check the factors that were used in the development of your DE program. (Check all that apply)

____ a. state plans for DE curriculum development
____ b. community surveys
____ c. student interest surveys
____ d. industry advisory committees
____ e. school administration
____ f. DE instructional staff
____ g. available facilities
____ h. other (example: Research grant from State Department for Vocational Education) _____

_____

_____

2. If an advisory committee was a factor in developing your DE program, please describe the type of input they provided.

____ a. curriculum decisions
____ b. equipment and supply needs
____ c. placement
____ d. others (please specify)

_____

3. Indicate the type of facility DE has at your school.

____ a. a classroom shared with other instructional areas - no store
____ b. a shared classroom in the school store in the school
____ c. a shared classroom in the school store in the business
____ d. individual classroom and store facilities not shared in the school
____ e. one area in the school, housing both the store and classroom
____ f. classroom space and store facility located in the business community

4. Indicate the approximate number of square feet available for each of the following.

____ a. classroom
____ b. store
____ c. combination store-classroom
____ d. instructor's office

5. Indicate the equipment you have available within your classroom, store, or combination facility.

	Classroom	Store	Combo
cash register	____	____	____
display cases	____	____	____
sign press	____	____	____
mirrors	____	____	____
mannequins	____	____	____
pricing machine	____	____	____
clothes racks	____	____	____
time clock	____	____	____
typewriter	____	____	____
calculator	____	____	____
file cabinet	____	____	____

6. Indicate the materials you find particularly useful in your classroom or store or combination facility.

	Classroom	Store	Combo
Retailing Textbooks	____	____	____
Ohio DE Publications	____	____	____
Texas DE Publications	____	____	____
Greg-OMPM	____	____	____
IDECC - Learning Activity Packages	____	____	____
Industry developed materials (please list)	____	____	____
State department materials please list	____	____	____
Individually personally developed (please explain nature of materials)	____	____	____

7. Indicate the approximate percentage of time that a DE student spends in classroom instruction and the approximate percnetage a DE student spends in actual school or model store activities.

Store ____%
Classroom ____%

8. Indicate the approximate percnetage of time during a normal week a DE student spends in -- (total should equal 100%)

____% a. large group lecture discussion
____% b. small group activity
____% c. individual study and preparation

B. D.E. Store Information

9. Indicate the type of store used in your D.E. program (if a store is used).

____ a. model store
____ b. school store
____ c. combination model-school store

10. Indicate the number of years a DE store has been operated in your school.

____ a. model
____ b. school store
____ c. combination model-school store

11. If a store is used, check the type of operation.

____ a. general merchandise
____ b. specialty store (if b, check type of specialty store below)
  ____ 1. sporting goods
  ____ 2. supermarket
  ____ 3. fashion
  ____ 4. food service
  ____ 5. automotive parts
  ____ 6. other (please specify)

_____

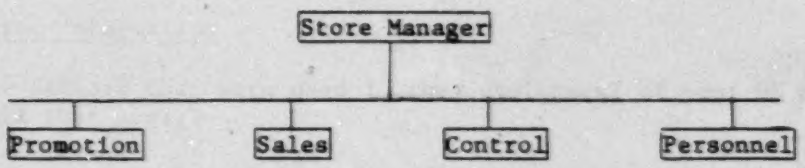
12. Check the item which best desctibes your store operation. (check only one)

____ a. a facility which exists for the primary purpose of serving the school with an available source of merchandise
____ b. a marketing laboratory in which simulated activities is the method of instruction, the store only opens to the public or school population for a short grand opening at the end of an instructional period
____ c. a facility around which students complete the every day operating activities of a business in an organized training plan manner while the store serves the needs of the school community
____ d. a marketing laboratory open daily to the school community, providing actual experience for students, and inputing simulated activities
____ e. if another description better fits your operation, please describe here:

_____

_____

13. Diagram the organization chart used with your store.
Example:



14. Check those statements that best describe the purposes of your store in distributive education. (check all that apply)

____ a. to take the place of cooperative education
____ b. to prepare students during their first year as a prerequisite to cooperative education
____ c. to provide experience for all DE students
____ d. to allow unavailable experience in marketing and distribution for special needs, disadvantaged, and handicapped students
____ e. to provide a source of merchandise for the school community

15. Check the following results you attained by using a store in distributive education and make comments as to their results.

Yes No

___ ___ a. For the first year students, the controlled store experience is more valuable than cooperative education.

Comments

___ ___ b. Students unable to attain cooperative jobs may gain important experience.

Comments

___ ___ c. Revenue is generated for DECA activities.

Comments

___ ___ d. The business community is more effectively exposed to distributive education.

Comments

___ ___ e. Opportunities for working with other vocational service areas arise.

Comments

___ ___ f. Instructional avenues and activities are broadened.

Comments

___ ___ g. Students are more effectively motivated.

Comments

___ ___ h. Individual differences in student abilities can be more easily handled.

Comments

___ ___ i. D.E. is more visible to the school community and aids in the recruitment of students.

Comments

___ ___ j. An advisory committee can be more effectively utilized and closer to the D.E. curriculum.

Comments

___ ___ k. Students are more easily placed in cooperative positions as a result of introductory store instruction.

Comments

___ ___ l. Students are better prepared to identify career objectives.

Comments

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___ ___ m. Evaluation of student achievement is made more flexible and individualized.

Comments

___ ___ n. As a result of store experience, DECA activities are greater in number and have a larger number of leaders as a result of store leadership experiences.

Comments

___ ___ o. Student employment competencies can be developed more rapidly and in greater depth.

Comments

___ ___ p. Please specify other results possibly attained.

Comments

16. Indicate the school student guidance activities (conducted by you or a guidance counselor) essential and unique to distributive education programs using stores.

List

____ 1. presentations to student groups
____ 2. aptitude tests
____ 3. student record screening
____ 4. DE entrance application interviews
____ 5. store training plans for students
____ 6. coordinated visits with students on progress
____ 7. evaluation upon completion
OTHERS (please specify)

____ 8. _____
____ 9. _____

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17. Indicate the D.E. public relations activities necessary in using and integrating a store in D.E.

List

____ 1. communications with students enrolled in D.E.
____ 2. communications with students not enrolled in D.E.
____ 3. written communications with faculty and administration
____ 4. oral communications with faculty and administration
____ 5. public relations with parents through
____ a. visits
____ b. letters
____ c. open houses
____ d. reports
____ e. others (please specify)

_____

_____

18. In which years do students receive store instruction or work in the store?

____ a. grade 9
____ b. grade 10
____ c. grade 11
____ d. grade 12
____ e. post secondary freshman
____ d. post secondary sophomore

19. How many hours a day is your store facility used? _____

20. Indicate how your store facility is financed.

____ a. by revenue generated through the store
____ b. through school administrative structure
____ c. from the business community
____ d. other (please specify)

_____

_____

C. General School Information

21. How large is your high school population?

____ a. grades 9 - 12
____ b. grades 10 - 12
____ c. post secondary

22. How large is your enrollment in distributive education?

____ a. grade 9
____ b. grade 10
____ c. grade 11
____ d. grade 12
____ e. post secondary freshman
____ d. post secondary sophomore

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23. Indicate the length of your normal class period.

____ a. less than 1 hour
____ b. 1 hour
____ c. 2 hour block
____ d. other (please specify)

_____

24. Please compile in this space any recommendations you may have for teacher educators on preparing future distributive education teachers to be better able to utilize stores in distributive education.

Business Interview

1. Have you ever heard of Distributive Education?

   If NO - interviewer explain instruction in D.E. and training you are receiving to be an instructor.

   If YES - explain your training to be an instructor and what D.E. is to you.

   We are in search of continually trying to be better prepared to develop students that are skillful and knowledgeable in the activities of business. Would you mind answering a couple questions that will help us towards that goal?

2. Describe the different types of positions in your store.

   Ask for organizational chart.

3. In preparing people to hold these positions, what areas of knowledge and skills should they have.

4. How can they best receive these knowledges and skills?

5. What could we do in education to help prepare students with business interests?

APPENDIX B

D.E. TEACHER COORDINATOR COMPETENCIES

Critical Tasks of the Distributive Education Teacher-Coordinator

By Mrs. Lucy C. Crawford, Research Director
Virginia Polytechnic Institute, Blacksburg, Virginia, 1966

Teaching

000 Participates in the preparation, development, evaluation and revision of course outlines and subject materials for high school classes.

001 Makes training films, books, trade journal articles of a specific nature, and other training aids available to interested employers.

002 Encourages students to contribute materials, information, and teaching aids.

003 Organizes and conducts pre-employment classes for graduating students.

004 Organizes and teaches short-term training courses for employment during the Christmas season, spring and summer.

005 Personally instructs adult classes when qualified to do so or secures and supervises adult instructors for the program.

006 Sets up, develops, and maintains effective resource files.

007 Selects and procures reference texts and other instructional material for preparing lesson plans and for students' use.

008 Plans and develops teaching plans, with assignments, tests, and examinations, tailored to individual and group needs, for all classes for the whole year. Develops teaching plan (calendar) for all classes for the entire year.

009 Makes clear, definite assignments to students.

010 Adjusts outside assignments, tests, and examinations to student's schedules and for most advantageous library use.

011 Encourages students to arrange with local merchants to borrow merchandise for use in display and selling demonstrations.

012 Prepares each student as quickly as possible for initial employment and/or advancement.

013 Assumes responsibility for securing training materials for adult classes.

014 Maintains in the classroom a library of periodicals in the field of distribution for pupil use.

015 Uses a variety of teaching techniques in classroom instruction for interest and effectiveness.

016 Has students give sales talks and demonstrations in class and suggests methods of improvement.

017 Relates classroom instruction to on-the-job problems.

018 Brings managers, supervisors, and other outside speakers into the classroom for demonstrations, observations, and talks on special class topics.

019 Provides experience and instruction that will test the students' attitudes, initiative, ability, and insight.

020 Develops in each student safe work habits, pride in his job, and a desire for advancement through additional skills and knowledge.

021 Decides upon and arranges for interesting and instructive field trips when this experience will best achieve a particular objective.

022 Conscientiously evaluates and grades all work done by students.

023 Evaluates the effectiveness of students' training and prepares periodic progress reports to be sent to parents of trainees.

024 Follows established school grading and record-keeping systems.

025 Strives to help each student understand the content of lessons taught.

026 Makes coordination visits to businesses employing students enrolled.

027 Provides students a number of participation experiences to develop the competencies needed to enter and advance in their chosen occupations.

028 Makes students aware of their responsibilities as citizens in the American democratic society.

029 Shows students the effects of well-educated consumers on our economy.

030 Shows students the importance of competition to our economic system.

031 Shows students the interrelationship of productions, distribution and consumption.

032 Shows students how and where to secure merchandise or product information and encourages the use of all available sources.

033 Familiarizes students with trade discount terms, credit terms, shipping terms, and types of dating used for payment of merchandise bills.

034 Provides background information on buying resources and services offered stores by various types of buying offices.

035 Provides background information on buying procedures.

036 Encourages students to develop a business-like appearance and attitude.

037 Develops in students a sense of pride and responsibility in being distributive education students.

038 Develops in students a sense of pride and responsibility in being distributive education students.

039 Encourages and helps students seek career information before deciding on a career.

040 Informs students of sources of information on careers in distribution.

041 Stresses the importance of correct English usage in the classroom and on the job.

042 Helps students to develop an effective speaking voice and overcome voice defects when possible.

043 Develops in each student an awareness that whether he is selling a product or not he must develop the qualifications of a good salesperson. He must learn to sell his ideas and his abilities.

044 Discusses how retailing has adjusted and cintinues to change the meet customer demands.

045 Analyses with students how customers' demands change today in the different types of merchandise and services offered.

046 Explains how America's wealth and standard of living depend upon distribution.

047 Emphasizes the importance of good human relations on the job.

048 Stresses the interrelationship of stockkeeping duties and learning stock information.

049 Discusses the importance of taking physical inventories and provides practice in typical inventory procedures.

050 Gives students a background in types of credit and credit services and shows the relationship of credit to our economy and its increasing standards of living.

051 Acquaints students with sales-supporting functions and activities in distribution and with job opportunities involved.

052 Encourages students to analyze labels to determine information given and discover how such information can be used in selling.

053 Makes students aware of the protective measures behind standards, grades, and labels.

054 Makes students aware of new product and textile developments.

055 Encourages role playing in the classroom for practice in applying information learned.

056 Develops in students an awareness of their local economy in relation to the types of business and industries located there.

057 Provides an opportunity for students to conduct research on a product.

058 Stimulates in students the desire for knowledge about product and service technology.

059 Creates projects centered around economic understandings for students in the non-cooperative program.

060 Provides experiences for students to apply mathematical skills to employment problems.

061 Stimulates students to recognize the importance of human relations in the field of distribution, often referred to as "people business."

062 Keeps adequate records for each individual student as evidence of competencies achieved either through projects completed or through occupational experiences.

063 Provides students with the marketing concept, "The Customer is King."

064 Provides learning experiences to give students an awareness of the civic, social and moral responsibilities of business to society.

065 Develops the problem-solving skill through the use of cases.

066 Provides experiences through classroom activities as well as DECA that permit students to develop qualities of leadership.

067 Provides experiences whereby students may develop skill in oral communication.

068 Establishes and maintains an atmosphere wherein cooperative planning and working may take place.

069 Provides learning experiences to give students understanding of the American private enterprise system.

070 Prepares audio and/or visual aids needed for effective instruction.

071 Prepares daily lesson plans including objectives, content, methods, and assignment.

072 Provides materials, literature and information needed to successfully complete a project.

073 Prepares an individual training plan for each student.

074 Provides students with suggested list of possible projects related to various career goals in distribution.

075 Guides students in selection of appropriate individual projects related to the fields of marketing, merchandising, and management.

076 Uses DECA contests as a teaching tool in stimulating interest and developing a competitive attitude.

077 Stimulates creative thinking through group planning of projects and other activities.

078 Recognizes individual differences of students.

079 Provides instruction to develop competency in one or more of the marketing functions to persons enrolled in distributive education classes.

080 Supervises individual instruction for students.

081 Works with special teachers to help students with individual problems. (Remedial reading, English, School Social Worker).

082 Up-dates teaching material through reading of current trade journals and other periodicals.

083 Uses the DE student-of-the-year contest as a "Standard of Excellence" by which each student's leadership development can be measured.

084 Cooperates with other vocational teachers instructing in programs where both D.E. and another vocational services are involved.

085 Shows students the importance of price and value in consumer goods.

086 Creates in students an awareness of the role of government in a free enterprise system.

087 Stresses the affect of changes and trends in retail, wholesale, and service operations on newcomers (the students) to the distributive world.

088 Provides students an understanding of various wage payment plans and the relation of productivity to salary increase.

Guidance

089 Develops an overall guidance plan for recruiting, selecting, counseling and placing of students that will provide for growth and adjustment of individuals in relation to employment opportunities in distribution and marketing.

090 Familiarizes the student body with Distributive Education program.

091 Familiarizes the parents of interested students with the Distributive Education program.

092 Works cooperatively with guidance counselors and other guidance personnel.

093 Secures facts from permanent records and other reliable sources to use for counseling interviews with students.

094 Arranges and conducts interviews with prospective students to assure the inclusion of those students who can and sincerely wish to profit from instruction.

095 Judges the interest and ability of students to assure the inclusion of those students who can and sincerely wish to profit from instruction.

096 Sets up job interviews for students with training agencies.

097 Keeps in close contact with the outcome of all student job interviews.

098 Attempts to fit the right student to the right job.

099 Helps students with problems connected with job.

100 Helps students with problems in other related activities.

101 Points out to students possible career goals and job progressions in distribution.

102 Informs students of qualifications necessary for success in different selling or distributive occupations.

103 Informs students of institutions offering training in distribution.

104 Strives to show students the need for continuing their education.

105 Emphasizes the importance of academic courses in addition to the students' technical courses for better character development.

106 Counsels students periodically concerning progress toward their occupational objectives.

107 Counsels adults needing training or retraining in distribution and marketing.

108 Stimulates student's interest in distributive and marketing occupations, helping him develop and determine his occupational objectives.

109 Helps students with problems connected with furthering their training and education beyond high school level.

110 Keeps students aware of opportunities and careers available to them in marketing and distribution.

111 Identifies post high school training available and appropriate for further education.

112 Conducts follow-up study of each D.E. student at regular intervals to determine his progress toward his career goal.

113 Consults with faculty members regarding students' readiness for occupational experience.

Coordination

114 Selects training agencies which have been checked for suitability.

115 Selects training agencies which have been checked for reliability.

116 Selects training agencies which offer opportunity for student to develop and advance toward a career objective.

117 Arranges special work assignments for cooperative students who are not employed at a regular training station.

118 Instills in the sponsor the awareness of the opportunity to share in the education of today's young people.

119 Emphasizes that the D.E. program is an educational program, not a work program.

120 Helps employer assign qualified personnel to be directly responsible for students' training on the job.

121 Confers with employer about minimum hours and pay scale for employee.

122 Advises students regarding work permits.

123 Advises students regarding social security card.

124 Sees that all students in cooperative program are employed as soon as they evidence readiness.

125 Makes coordination visits to observe student regularly.

126 Makes coordination visits to supervisors regularly.

127 Keeps an accurate record of all visits.

128 Adjusts working schedule for students to provide better training.

129 Endeavors to discover strengths of every student on the job and in the classroom.

130 Endeavors to discover the weaknesses of every student on the job and in the classroom.

131 Determine where the students need special training.

132 Plans cooperatively with students programs of work combining agency training with related classroom instruction.

133 Plans with student and employer a list of work activities that will contribute to the student's career objectives.

134 Confers with students about progress report and attempts to solve problems.

135 In conference with the student, his employer, and his parents, reassigns the student to a different training station if circumstances indicate desirability of job change.

136 Collects weekly production reports from each co-op student.

137 Formulates policy with principal standards to be maintained for students in the cooperative program.

138 Investigates tardiness and absence cases.

139 Advises and informs store sponsors of new labor laws and sees that he abides by these laws.

140 Determines store sponsor's attitude toward training students enrolled in D.E. program.

141 Learns individual management policies of each training agency along with organizational set-up and other employees.

142 Encourages store sponsors to give individual attention to full-time employment of student learners after graduation from high school.

143 Commends store training sponsor periodically for his efforts in aiding student with training.

144 Serves as source of information and consultant to local retail merchants.

145 Encourages students to secure training materials and product information from training stations whenever possible.

146 Notes trends in all phases of business operation through observation.

147 Notes trends in all phases of business operation through conferences with businessmen.

148 Provides supervised occupational experiences to students in the non-cooperative plan when the student is ready for such experiences and when appropriate experiences are available.

149 Schedules projects for students where additional training is needed and is not provided by the cooperative plan.

150 Assists in securing part-time employment experiences for students in the non-cooperative program when the student is ready for such experiences.

151 Considers the needs of the employer and his customers as well as the student in recommending students for employment.

152 Helps students understand the relationship of classwork to on-the-job training.

Public Relations

153 Serves actively on faculty and local education committee.

154 Maintains a close working relationship with other vocational departments to make work plans and solve common problems.

155 Maintains a close working relationship with all faculty members.

156 Maintains a close working relationship with all school administrators.

157 Visits other schools and observes their vocational programs.

158 Meets regularly with school principal to keep him informed about progress on the program.

159 Meets with division superintendent periodically to keep him informed about progress of the program.

160 Takes part in extracurricular activities and other school duties as time permits.

161 Helps with school administrative duties especially when emergencies arise.

162 Serves on Guidance Committee for local school.

163 Attends trade meetings, exhibits, demonstrations and conferences.

164 Participates in the local merchants' association and the Chamber of Commerce.

165 Participates in local community functions and is a community leader.

166 Enrolls in extension or summer school classes for professional development.

167 Joins and participates in meetings and activities that will improve personal professional development.

168 Keeps informed on the development of distributive education on the national level.

169 Keeps informed of development of distributive eudcation on the state level.

170 Keeps informed on technical advances and new methods in marketing and distribution by reading professional publications.

171 Maintains active membership in local education association.

172 Maintains active membership in state education association.

173 Maintains active membership in national education association.

174 Supports the efforts of the American Vocational Association.

175 Supports efforts of other professional organizations related to distributive education.

176 Sets an example of personal work habits and character which student workers will be proud to follow.

177 Prepares news articles for delivery to local news media.

178 Prepares news articles for trade and professional media.

179 Sees that businessmen, lay people and fellow teachers are acquainted with distributive education.

180 Assists students in preparing bulletin boards and exhibits for classroom, fairs, etc.

181 Sets an example of high ethical standards in business and professional relationships.

Operation and Administration

182 Conducts shopping and service surveys.

183 Conducts a survey to determine the need for part-time employment classes.

184 Conducts placement surveys to locate and develop training stations and to determine the number of new employees needed each year.

185 Conducts community surveys to determine the needs and resources for adult training and high school training.

186 Sets an objective or goal at the beginning of each year for club, high school, and adult work, and explains details of the program to the school board upon the superintendent's request.

187 Submits plans to the principal and superintendent for expanding one year program into two and three year programs.

188 Reports to the Advisory Committee on the progress, success and problems of the D.E. program.

189 Helps the Advisory Committee understand the purpose and objectives of the D.E. program.

190 Established a term of membership and a system of replacing members of the Advisory Committee.

191 In order to maintain the interest and participation in the Advisory Committee, has regularly scheduled meetings to keep members of the Advisory Committee engaged in working on D.E. problems.

192 Works with the chairman of the Advisory Committee in preparing plans and agenda for Committee meetings.

193 Sends out notices to members of the Advisory Committee reminding them of meetings.

194 Discusses with the superintendent the appointment of a D.E. Advisory Committee composed of representatives of a cross-section of distributive businesses in the community.

195 Secures and trains adult instructors and resource people for special adult classes.

196 Prepares and maintains all necessary records, reports and forms for the successful operation of the adult program.

197 Provides and maintains proper training facilities for adult classes.

198 Publicizes and promotes D.E. adult classes as a part of the school's total program.

199 Takes care of departmental budgeting of the D.E. program each year, including such expenses as the acquisition of guest speakers and special guests. Also, records accurately the amount of the funds to be reimbursed.

200 Provides and maintains training facilities for high school and adult classes by going through proper administrative channels.

201 Presents requisition for additional physical equipment and supplies to the division superintendent and area supervisor and uses the new equipment economically.

202 Works with school librarian in requisitioning textbooks, reference books, and teaching supplies pertaining to marketing and distribution.

203 At the close of each week prepares weekly planning calendar in triplicate, entering the tasks to be performed for the following week and summarizing the work actually accomplished during the week.

204 Prepares and compiles information for recording monthly report of high school D.E. enrollees and sends to the area supervisor.

205 Prepares adult report at conclusion of each adult class.

206 Prepares necessary school reports in performance of in-school duties and a summary report at the end of the school year which is sent to the principal and state.

207 Maintains close supervision of all club money and fundraising activities.

208 Makes necessary arrangements for providing transportation for students attending district and state leadership conferences.

209 Makes plans and preparation for participation in District and State Leadership Conferences.

210 Works in selecting and providing adequate teaching experiences and supervision for student teachers.

211 Provides instruction for adults wishing to refresh, update or upgrade competencies needed in their distributive employment.

212 Cooperates with merchants in determining through research and/or reading new or improved techniques in distribution and marketing.

213 Cooperates with merchants in designing and conducting research that could provide basis for improving efficiency in distribution and marketing.

214 Cooperates with local school officials in offering especially designed classes for disadvantaged youth.

Total School Program

215 Cooperates with the school program by supervising a study hall.

216 Cooperates with the school faculty by serving hall duty.

217 Assists at athletic functions with tickets or concessions.

218 Cooperates with the school faculty by serving lunchroom duty.

219 Assists students and faculty with school talent shows or dramatic productions.

220 Sponsors a class, SCA, or other student organization.

221 Participates in "parents' night" by meeting parents, presenting his particular program of study - its objectives and purposes.

222 Cooperates with school faculty by serving bus duty.

223 Participates in "college night" by being host to college representatives, students and parents.

224 Participates in "career night" by obtaining representatives of business organizations through his business community connections.

225 Assists in administering SCAT, STEP, and other school-wide tests.

226 Serves as a homeroom teacher.

227 Attends faculty meetings, departmental meetings, and meetings of special committees.

APPENDIX C

D.E. SUPPLIES AND EQUIPMENT

DISTRIBUTIVE EDUCATION DEPARTMENT
SUPPLIES - BUDGET
1975-76

	DESCRIPTION	PER UNIT	TOTAL
CONSUMABLE			
1	Desk Calendar	$ 2.85	$ 2.85
100	Sheets carbon paper		5.00
6	Liquid paper	1.00	6.00
2	Liquid paper thinners	.39	.78
1	Tape eraser dispenser with tape	.98	.98
6	Tape eraser refills	.79	4.74
1	Dz. adding machine tapes	2.88	34.56
5	Boxes labels	1.40	7.00
100	W-2 forms		10.24
1	Triplicate receipt book	3.95	3.95
1	Teacher Plan book	.85	.85
3	Class record books	1.25	3.75
3	Stamp pads	.75	2.25
3	Rubber stamps	3.20	9.60
3	Bottles stamp pad ink	.45	1.35
1	Dz. multi-color Dymo tapes	1.65	19.80
36	Rolls scotch tape	1.10	39.60
1	Case masking tape (48 rolls)		31.20
1	Dz. Elmer's glue (4 oz.)		4.25
1	Carton thumb tacks		2.15
12	Boxes rubber bands	.53	6.36
1	Box giant-gem paper clips	.50	.50
2	Cartons paper clips	.95	1.90
20	Boxes of 25 file folders (legal size)	4.85	97.00
6	Boxes staples - gun	.69	4.14
2	Boxes Staples	1.35	2.70
2	Dz. pencils	1.44	2.88
2	Dz. Red pencils	1.44	2.88
1	Set felt-tip markers		5.38
1	Dz. fine-tip felt markers	.49	5.88
1	Dz. Pencil erasers	.70	8.40
1	Set colored chalk		.75
1	Case chalk		17.40
10	Boxes copy paper	13.35	133.50
1	Box copy paper (legal)		
3	Boxes dry photo transparencies	36.00	108.00
4	Tubes stencil ink	3.30	13.20
5	Boxes stencils	13.50	67.50
5	Boxes long-run masters	4.90	24.50
10	Boxes short-run masters	3.50	35.00
12	Gal. spirit duplicating fluid	2.65	31.80
4	Boxes transparency mounts	13.50	54.00

CONSUMABLE'S CONT.			
10	Rolls bulletin board paper	$ 4.80	$ 48.00
10	Rolls border paper	1.25	12.50
25	Pkgs. construction paper	.39	9.80
2	Reems mimeo bond paper (legal)	1.92	2.84
200	Sheets poster board - sign press	44.50	44.50
1	Box typewriter erasers		4.00
500	Printed envelopes		19.00
500	Printed letterhead stationary		20.85
500	Printed brochures		20.00
1	Reem back-up paper	5.	5.00
10	Two inch DECA Manual Covers	2.50	25.00
20	One inch DECA Manual Covers	1.35	27.00
1	Official DECA Scrapbook		3.95
4	Twenty-five additional pages - scrapbook	1.75	7.00
	SUBTOTAL		$1,102.96
NON-CONSUMABLE			
1	Set stencil guides		1.98
1	Dymo Labelmaker		5.95
1	Decor dispenser for scotch tape		2.00
1	Heavy duty dispenser for scotch tape		5.50
3	Clipboards	.55	1.65
1	Stape gun		6.95
2	Staplers	8.95	17.90
1	Dz. scissors	2.10	25.20
1	Dz. Rulers	.15	1.80
2	Dz. assorted brushes		15.90
1	Dz. powdered paints		14.04
2	Sets pastel chalk	1.35	2.70
10	Video cassettes	35.00	350.00
2	Single paper punch	.65	1.30
2	Roberts Rules of Order	5.50	11.00
	Texas Kits		725.00
	IDECC Materials (Included in LAPS)		000.00
	LAPS & Individual Instruction Materials		550.00
	Films, Tapes & Transparencies		150.00
	Magazine & Publication Subscriptions		75.00
	Library Materials & Texts		200.00
	SUBTOTAL		$2,163.87
	MISCELLANEOUS SUPPLIES		250.00
	TOTAL		$3,516.83

DISTRIBUTIVE EDUCATION DEPARTMENT
MODEL STORE EQUIPMENT LIST AND BUDGET

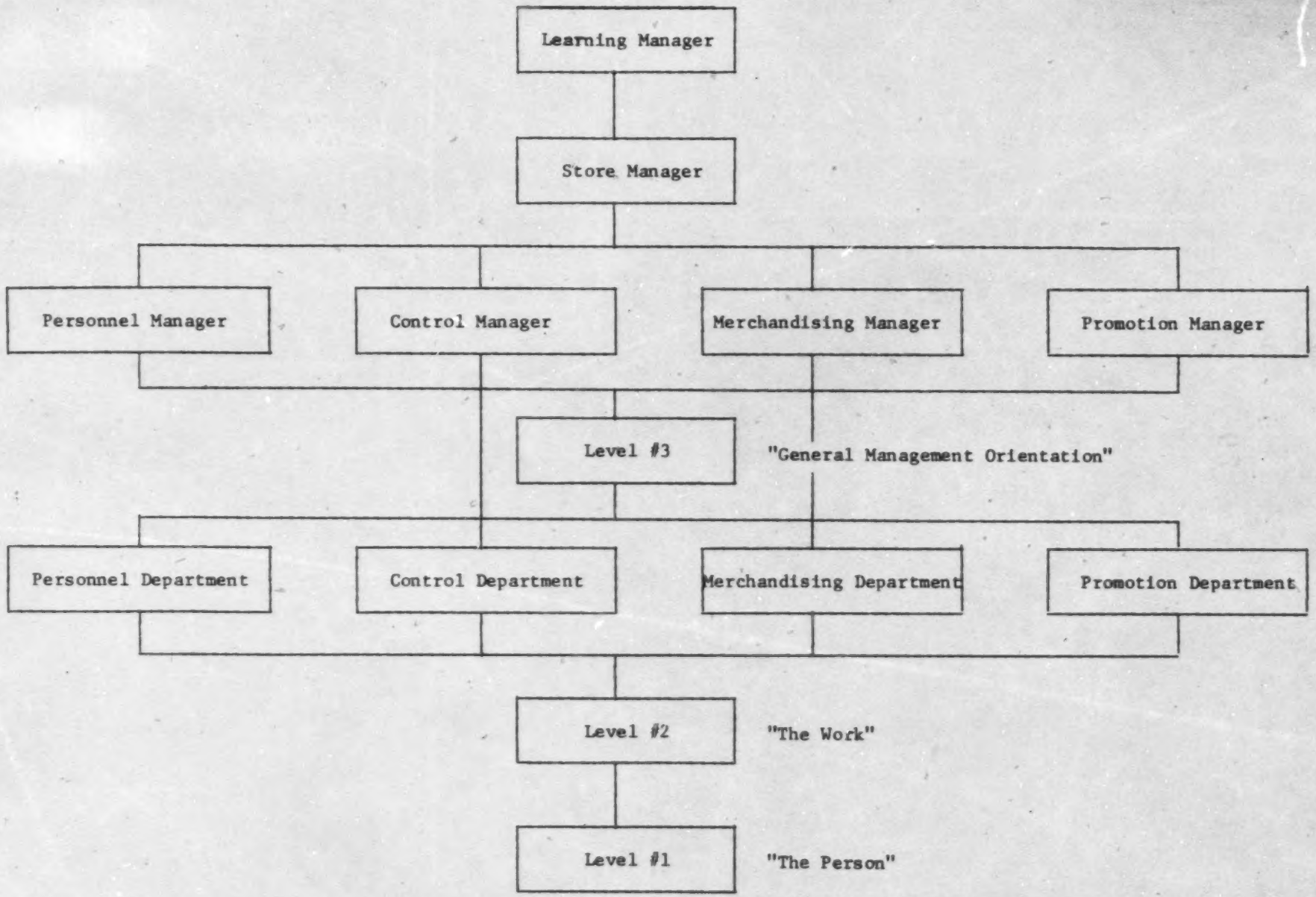
	DESCRIPTION	PER UNIT	TOTAL
1	Wrap Counter (WC-4)		$ 219.00
1	Open Merchandising Unit (OM-4)		252.00
2	Half Vision Showcases with Safety Glass (HV-4)	$389.00	778.00
2	Full Vision Showcases with Safety Glass (FV-4)	389.00	778.00
2	Wall Display Cases with Safety Glass (GD-4)	493.00	986.00
1	Inside Display Window (DW-6)		1,050.00
1	Enclosed Morrowed Alcove Unit (MAE-4)		488.00
5	Various Free Standing Wall Merchandising Units		
	Unit A		178.00
	Unit B		274.00
	Unit C		152.00
	Unit D		237.00
	Unit E		148.00
2	Merchandising Counters (EMC)	142.15	284.30
1	'Gaiet'e Misses Mannequin		197.40
1	'Escort' Male Mannequin		197.40
1	4 Year Girl Mannequin		86.50
1	4 Year Boy Mannequin		81.75
1	Economy Forms Kit (female)		251.75
1	Full Round Trunk Form (male)		22.00
1	Full Round Torso Form (male)		32.95
1	Flat Front Shirt Form (male)		29.95
1	Men's Plastic Shell Shirt/Sweater Form		47.50
1	Fashion Displayer Kit		55.00
2	Drafting Tables	152.00	304.00
2	Drafting Table Chairs	8.30	16.60
1	Desk (Model Store Office)		114.60
1	Typewriting Table		59.95
1	4 Drawer File Cabinet		122.40
1	Circular Convex Security Mirror		54.50
1	Bulletin Board (4' X 8')		54.50
1	Time Clock		
1	Electronic Cash Register		500.00
1	Easel/Combination Chalkboard		23.50
1	Paper Cutter		51.50
1	Paper Punch (heavy Duty)		17.30
1	Pencil Sharpener		3.83
1	Photo Copier		429.00
1	Ticket Marker Price Machine		
	TOTAL		$8,578.18

Instructional Materials Cost

IDECC - LAPs	$400.00	
Gregg - OM/PM	200.00	
Texts	500.00	(Resource)
Southwestern	200.00	
Ohio	40.00	(Annual)
Texas	800.00	

APPENDIX D

D.E. Store Curriculum Structure


7
Learning Manager
6
Store Manager
5
Personnel Manager
Control Manager
Merchandising Manager
Promotion Manager
4
Level #3
"General Management Orientation"
3
Personnel Department
Control Department
Merchandising Department
Promotion Department
2
Level #2
"The Work"
1
Level #1
"The Person"

APPENDIX E

TEACHER PREPARATION GUIDELINES

Model Store Workshop

Monday

"Distributive Education Curriculums"

1. What curriculum requirements must we be concerned with today in D.E.?
2. What currently exists in D.E. curriculums?
   a. North Dakota State Plan
   b. Crawford Competencies
3. How much time should be spent on each ingredient in a curriculum?

Tuesday

"Distributive Education Laboratories"

1. School stores
2. Model stores

Wednesday

"What Purpose Should a D.E. Laboratory Serve?"

1. UND study on store purposes
2. Small group development of purposes
3. How can these purposes be achieved

Thursday

"How Can a Laboratory Curriculum be Developed From a Model/School Stores Purposes?"

1. UND developed structure

Friday

"Where Does DECA Fit Into Model/School Store Instruction?"

1. Discussion on difference from ordinary use of the youth organization
2. Competitive events
3. Vocational understanding

4. Civic consciousness

5. Social intelligence

6. Leadership development

Monday

"What Facilities, Equipment and Teaching Materials are Necessary to Use a School Laboratory?"

1. UND study

2. State department recommendations and reimbursement practices

3. What can be done to make current conditions in your school work?

Tuesday

"Distributive Education Laboratories"

1. Discussion from handout assignment

Wednesday & Thursday

"What is a Student Activity in Laboratory Instruction?"

1. Crookston program

2. Class member development of activities

Friday

"How is a Student Evaluated in Laboratory Instruction?"

1. Madison, Oregon system

2. Class member discussion on other means

GLOSSARY OF TERMS

Glossary of Terms

Competency--the quality or state of being functionally adequate or of having sufficient knowledge, judgment, skill or strength, as for a particular duty or in a particular respect.

Distributive Education--a program of instruction in marketing, merchandising, and management. The program is concerned with training needed for purposes of updating, upgrading, career development, and operational management.

Marketing Learning Laboratory--a facility that is used to teach marketing competencies and attitudes or to explore marketing activities and marketing careers.

Model Store--a marketing laboratory that is stocked and arranged to replicate an actual store physical environment. The simulation and role playing activities are related to marketing activities occurring in normal store operations. The model store totally stimulates store operations and as such does not engage in any actual selling. When "open for business" a model store becomes a school store.

School Store--a marketing laboratory that is stocked with salable items, resembles an actual retail store layout, and is actually open and engaged in selling merchandise on a limited scale. A school store may be used as a model store when not "open for business."

REFERENCES

REFERENCES

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Haug, James. "A Report of Practices, Procedures, and Opinions Regarding High School Operational School Stores in the State of Minnesota During 1973-1974." University of Minnesota, December, 1974.

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